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ABSTRACT

This instructor's guide is designed for use with a filmstrip and tape cassette program to assist students in becoming aware of the abilities and skills they may already possess that can help them in getting a job or in changing jobs when necessary. Included in the guide are the following materials: instructions for presenting the program, a script for use with an accompanying filmstrip, a student workbook, and a listing of related classroom products and research skills, identifying some enjoyable experiences and some problem situations, identifying skills that can be used in finding and changing jobs, and taking charge of one's life. (MN)

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Research and Development Series No. 217A

Taking Charge

Instructor's Guide

Scot N. Krause

Constance R. Faddis

William L. Ashley

The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

November 1981

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RELATED MATERIALS - See Inside Back Cover

Foreword

This program consists of a filmstrip/tape component and workbook. It is designed to assist youth who are just beginning their work careers to become more aware of abilities and skills they may already possess that can help them in getting a job, or in changing jobs when necessary. This program grew out of the research efforts of the Occupational Adaptability and Transferable Skills program sponsored by the National Institute of Education. The ideas presented are based on the responses of a national sample of adults, teachers, students, and employers to questions about the abilities and skills that are important to achieving success at work.

Many individuals and organizations were helpful in developing the pilot test version and the revised version of the program.

We wish to acknowledge the suggestions of Shirley de Leon and Betty Hall during the early stages of development. We also wish to thank those directors, counselors, and staff of community action organizations in Columbus, Ohio, and San Antonio, Texas, who gave of their time and talent. Specifically, we thank: Joyce Merriman, Columbus Metropolitan Community Action Organization (CMACAO); Barbara Cash, Handy Deering, Jerry Zeller, CMACAO Winterization Program; Jack Stetler, CMACAO Northside Action Center; and Ray Petty, San Antonio Neighborhood Youth Organization. We extend recognition to the reviewers of the pilot test version: Winifred Warnat, Adult Learning Potential Project, Washington, D.C.; Cathryn Symes Bales, CETA Director, Clark County, Ohio; and Michael R. Crowe, the National Center for Research in Vocational Education.

Special appreciation is extended to Joan Simon Jones and Nina Selz, who were the authors and developers of the original filmstrip/tape program and workbook, and to Robert Stump and Carter Collins for the National Institute of Education, for their advice and assistance.

The valuable assistance and cooperation of the following agencies in conducting the pilot test is also greatly appreciated. The test sites included: CMACAO, Columbus, Ohio; College of the Mainland, Texas City, Texas; ETA/CETA, Springfield, Ohio; Life Planning Center, University of Louisville, Kentucky; The Learning Center, New Braunfels, Texas; and Youth Work Experience, Aberdeen, Washington.

We wish to thank the Worthington School System, Worthington, Ohio for assisting in the production of slide sequences in the revised program. Also, the suggestions and recommendations of Barbara Covert, Catherine King-Fitch, Ann Nunez, Patricia Winkfield, and Barbara Wright of the National Center staff were most useful in developing the final version of the program.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

Instructions

These materials grew out of the research efforts of the Occupational Adaptability and Transferable Skills Program. The ideas presented are based on a national survey of adults, teachers, students, and employers concerning the abilities and skills that are important to achieving success in worklife.

The materials consist of a filmstrip/tape cassette and a workbook. The purpose of the program is to help your students become more aware of their abilities and skills so that they might have a better chance of finding and getting the job they want, or changing jobs when necessary.

The stories in this book describe some common job-getting problems. The characters protrayed are fictional, but their problems are like those which students may encounter when trying to find a job that is right for them.

The adaptive skills discussed in the exercises are considered by employers to be important to success at work. Students can use these materials to identify the adaptive skills they already have and to begin developing the ones they don't have. Your students can learn to use their special skills and abilities, along with the advice and help of other people, to find out about and go after the kind of job they want.

TAKING CHARGE Script

SLIDE NUMBER	NARRATION
1	Title Slide
2	Credits
3	Getting a good job these days can really be tough, especially with so many other people looking for jobs.
4	When you do find a job opening, the competition can be pretty stiff.
5	But, you may already have skills that can help you locate and get the kind of job you want, skills that can help you adapt in different situations and help you take charge.
6	Let's look at some people like you who are trying to find a job. Maybe you can learn from their experiences. Learn how to use some of your own adaptive skills. Listen to James as he interviews for a job with Mr. Johnson's company.
7	Tell me James, why do you want this job? Why do you think our company should hire you? WELL, BECAUSE I'VE FINISHED MY TRAINING AND I WANT TO GET A JOB AND EARN SOME MONEY. I ALSO HAVE MY HIGH SCHOOL DIPLOMA. How well do you think you can do this job? PRETTY GOOD, I GUESS.
8	I see. And what is your past work record like? I ONLY HAD ONE OTHER JOB. I WORKED PART TIME AS A BUS BOY AT A RESTAURANT FOR THREE MONTHS. Do you feel you're a reliable worker?
9	USUALLY, I THINK I'M A PRETTY GOOD WORKER, AS LONG AS NOBODY BOTHERS ME, I CAN GET ALONG OKAY.
10	James, thank you for coming in. It was nice talking with you. If any job should open up, we'll give you a call.
11	Connie is having a problem getting a job, too.
12	MR. LOWE, I'VE HAD A YEAR'S EXPERIENCE AS A WAITRESS, I KNOW WHAT IT TAKES TO BE A GOOD WAITRESS. I KNOW THAT I WOULD BE A GOOD WORKER.
13	I'm sorry Connie, but I don't have a job for you. I'm really looking for a person who is older and has more experience.
14	BUT, I'VE HAD A YEAR OF EXPERIENCE.
15	When was the last time this happened to you? Yesterday, last week, last month or maybe it hasn't happened yet.
16	If you're between school and work or just finished training, getting a job can be a tough problem. You've got to be able to find a job opening that you're qualified for and then convince an employer that you're the best person for the job. But how do you do that?
17	Maybe you need to take a closer look at yourself, to think about how you can take charge of the situation, to begin to identify and use your own special adaptive skills. Let's go back and see how James can do better in his interview with Mr. Johnson, by talking about some of his special adaptive skills.
18	MR. JOHNSON, I WANT TO THANK YOU FOR GIVING ME THE OPPORTUNITY TO TALK TO YOU ABOUT THIS JOB. You're welcome, James. Tell me, why do you think our company should hire you?
19	AS YOU KNOW, I'VE FINISHED MY JOB TRAINING. I WAS ONE OF THE BEST WORKERS IN MY PROGRAM AND I FOUND OUT THAT I REALLY LIKE DOING THIS KIND OF WORK. How well do you think you can do this job?

20 MY FIELD SUPERVISOR SAYS THAT I LEARNED HOW TO USE THE EQUIPMENT BETTER THAN ANYONE ELSE IN MY CLASS. I WAS ALWAYS CAREFUL TO KEEP MY CREW'S EQUIPMENT IN GOOD SHAPE. IN FACT --

21 I REALLY LEARNED HOW TO WORK AS PART OF A TEAM AND MY CREW GOT MORE WORK DONE THAN ANY OTHER CREW.

22 I see, and what's your past work record like?

23 WELL, I WORKED PART TIME AS A BUS BOY IN A RESTAURANT WHEN I WAS IN SCHOOL. I ALWAYS GOT TO WORK ON TIME, AND I GOT THE WORK DONE RIGHT AND I LEARNED HOW TO GET ALONG WITH DIFFERENT KINDS OF PEOPLE.

24 James, do you feel you're a reliable worker? YES, MR JOHNSON, I DO. IN MY TRAINING PROGRAM I MADE MYSELF RESPONSIBLE FOR MAKING SURE THAT MY CREW NEVER RAN OUT OF NECESSARY MATERIALS. I ALSO FILLED OUT ALL THE JOB ORDERS AND KEPT ACCURATE RECORDS OF ALL THE MATERIALS AND SUPPLIES THAT WERE USED BY MY CREW.

25 MR. JOHNSON, I KNOW I WILL BE GOOD FOR YOUR COMPANY. AND I THINK YOUR COMPANY WILL BE GOOD FOR ME.

26 James, you've convinced me, your training and experience sound good to me. I think you'll enjoy working here. The job is yours.

27 James did a good job this time of persuading Mr. Johnson that he was the best person for the job. James showed that he not only knew how to use the tools and equipment the job calls for, but that he knew how to be responsible, how to get along with others and that he had a positive attitude toward work.

28 Let's look at another way to use your adaptive skills to help you find the kind of work you want to do, and that you can do well. Let's listen to Cathy's story.

29 I GOT A JOB AS A CHECK OUT CLERK IN A GROCERY STORE WHEN I GOT OUT OF SCHOOL, BUT I DIDN'T LIKE IT. I DIDN'T KNOW WHAT ELSE I COULD DO, THOUGH.

30 I LOOKED IN THE WANT ADS, BUT THERE NEVER SEEM TO BE JOBS THAT I LIKED OR THAT I COULD GET.

31 LAST WEEK I WENT TO ONE OF MY FORMER TEACHERS FOR HELP. WE TALKED ABOUT JOBS AND OTHER THINGS THAT WE HAD DONE, LIKE HOBBIES AND WORKING AROUND THE HOUSE.

32 I TOLD HER ABOUT HOW MY BROTHER AND I USED TO DO A LOT OF CARPENTRY PROJECTS WITH OUR DAD. SHE HELPED ME REALIZE THAT I ALREADY KNEW HOW TO READ BLUEPRINTS, USE POWER TOOLS, MAKE MEASUREMENTS AND WORK WITH DIFFERENT MATERIALS. I REMEMBERED HOW MUCH I LIKED DOING THAT KIND OF WORK.

33 I STARTED LOOKING AROUND FOR CARPENTRY JOBS. I TALKED TO MY FRIENDS ABOUT IT. ONE OF THEM SUGGESTED THAT I ASK HER UNCLE WHO OWNS A SMALL REMODELING COMPANY ABOUT A JOB AS A CARPENTER.

34 I ASKED MY FRIEND'S UNCLE FOR A JOB. I TOLD HIM ABOUT MY CARPENTRY EXPERIENCES AND THAT I WAS VERY QUICK AT LEARNING NEW SKILLS. I TOLD HIM ABOUT MY JOB IN THE GROCERY STORE, TOO, AND HOW IT TAUGHT ME HOW TO GET ALONG WITH CUSTOMERS AND HOW TO WORK UNDER PRESSURE.

35 I PERSUADED HIM TO GIVE ME A CHANCE --

36 AND HERE I AM, A FULL FLEDGED CARPENTER NOW. AND YOU KNOW WHAT, I LOVE IT.

37 Cathy's story show how adaptive skills can help. Cathy used the advice and knowledge of other people to figure out what kind of work is right for her. Then she got information from friends to help locate exactly the kind of job she wanted.

38 How can your adaptive skills help you take charge? By now you should have some pretty good ideas about what adaptive skills are.

39 Some adaptive skills are necessary to locate a job you want and to convince an employer that you're the best candidate.

40 Other adaptive skills are important to perform a job well, to fit in and to adjust. You may already have developed many adaptive skills through your own experiences at home, at school or at work, such as how to --

41 Use the reading, writing and math skills a job calls for, deal with stress and pressure to get the job done well --

42 Be responsible about completing job assignments, being able to work without supervision.

43 Other adaptive skills can help you take advantage of new challenges and opportunities and take control of the situation, such as how to --

44 Deal with unexpected things that happen --

45 Figure out a better way to do a task --

46 Learn new skills to get a different job or position --

47 Find information about what the requirements are for the kind of job that you want.

48 Now let's see how well you understand what adaptive skills are. Listen to Bettina's story and see if you can identify some of her adaptive skills.

49 I'M FEELING PRETTY DISCOURAGED ABOUT FINDING A GOOD JOB. I'M FINISHING UP TRAINING AS A CHILD CARE AIDE, BUT THERE DON'T SEEM TO BE ENOUGH JOBS AROUND TO FIT MY TRAINING.

50 RECENTLY I APPLIED FOR A CHILD CARE JOB. THERE WERE FIFTEEN OTHER APPLICANTS. THE PERSON WHO GOT THE JOB WAS TEN YEARS OLDER THAN I AM, BUT SHE DIDN'T HAVE THE TRAINING LIKE I DO.

51 I REALLY DO LOVE TO WORK WITH YOUNGER KIDS. EVEN BEFORE I GOT MY TRAINING IN CHILD CARE, I HELPED OUT MY CHURCH'S SUNDAY SCHOOL NURSERY PROGRAM.

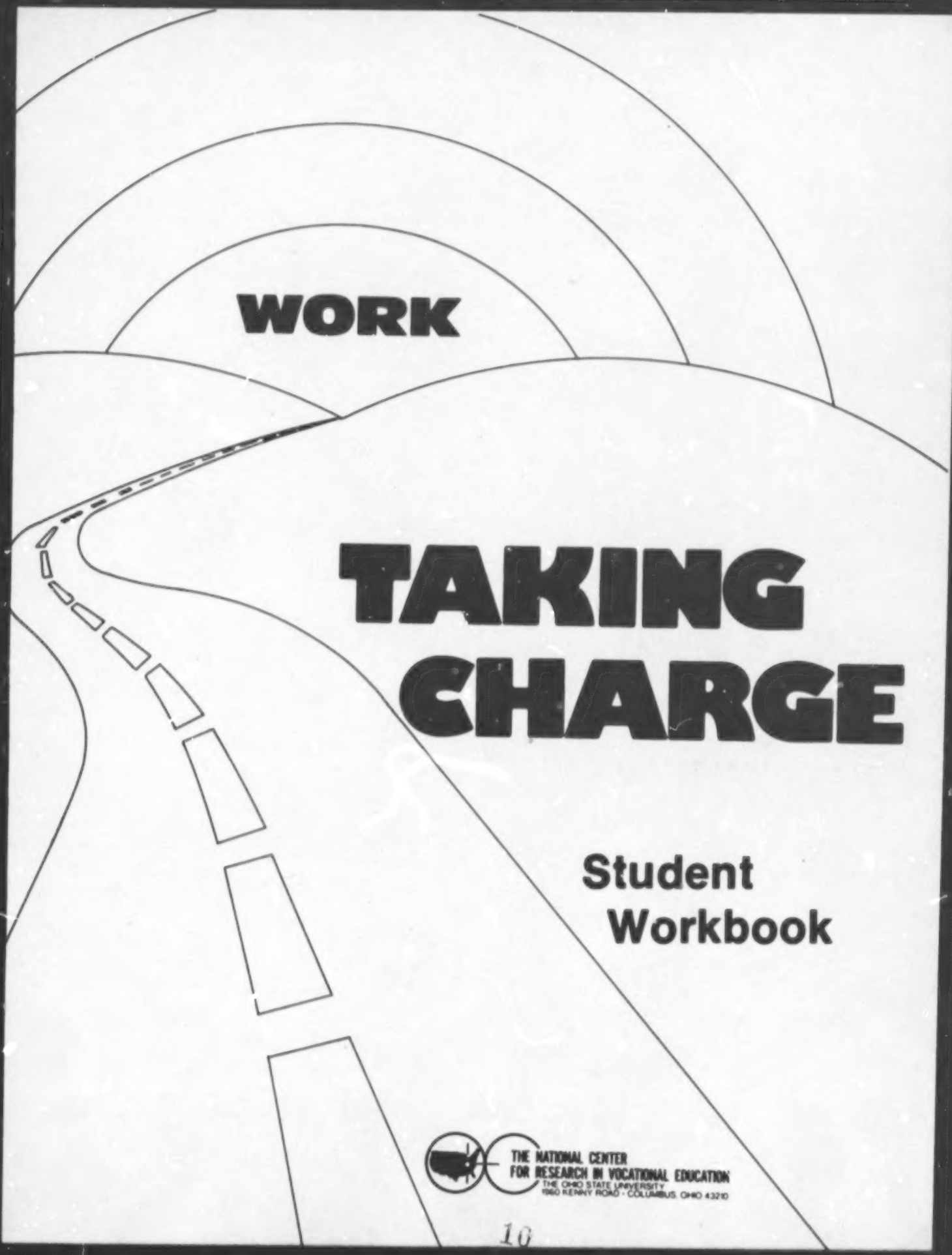
52 PAST THREE SUMMERS I WORKED AS A CHILD CARE ASSISTANT AT THE SOUTH SIDE DAY CAMP. I PERSUADED THE CAMP DIRECTOR TO APPROVE AN ARTS AND CRAFTS PROGRAM FOR THE KIDS. I SET UP AND DIRECTED THE PROGRAM ALL BY MYSELF. THE KIDS LOVED IT.

53 MY TRAINING PROGRAM IS ALMOST FINISHED. I NEED TO FIND A JOB, SOON. I FEEL I ONLY HAVE A SMALL CHANCE OF GETTING THE KIND OF JOB I WANT. I WISH I KNEW HOW TO GET EMPLOYERS TO SEE THAT MY TRAINING AND EXPERIENCE COUNT. WHAT SHALL I DO?

54 Reread Bettina's story in the workbook. What adaptive skills do you think Bettina has that might help her find a job she wants?

55 The activities in your workbook will help you to think about some of your own experiences and to begin to identify your adaptive skills, the special skills that can help you take charge in your worklife.

56/60 The end and credits



TAKING CHARGE

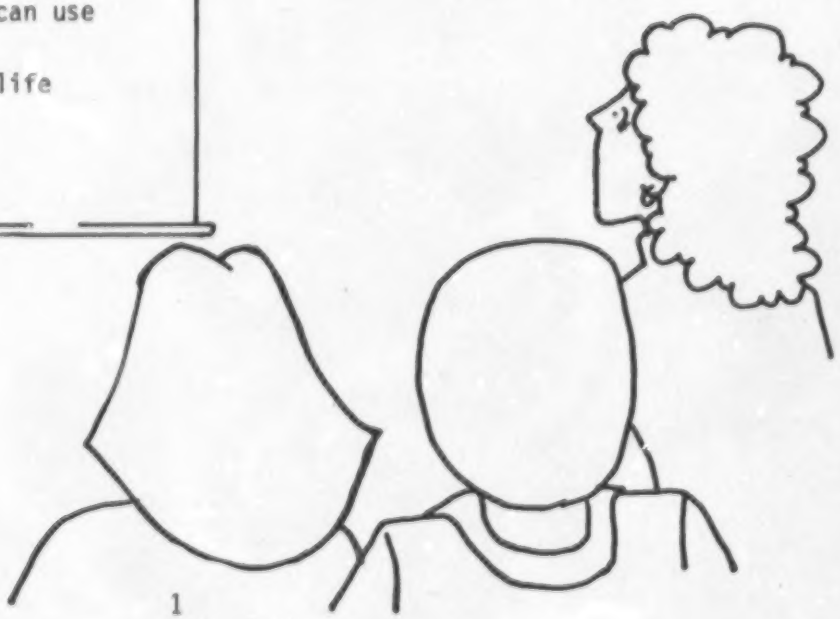
Student Workbook

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

Filmstrip - Tape - Workbook

Included with this workbook is a filmstrip/tape cassette program. Before working in the workbook, play the tape and look at the slides. The filmstrip/tape show will help you to...

- identify skills you can use in many situations
- identify skills you can use in finding a job you want
- identify skills you can use when changing jobs
- take charge of your life



Identifying Adaptive Skills

Can you identify Bettina's work experiences? After you have seen the slide-tape show, read her story below. Underline her work experiences that you think would help her get the job she wants and is trained for.

BETTINA

I'm feeling pretty discouraged about finding a good job. I'm finishing my training as a child care aide, but there don't seem to be enough jobs around to fit my training.

Recently, I applied for a child care job. There were fifteen other applicants. The person who got the job was ten years older than I am, but she didn't have the training that I do.

I really love to work with younger kids. Even before I got my training in child care, I helped out in my church's Sunday school nursery program.

The past three summers I worked as a child care assistant at the Southside Day Camp. I persuaded the camp director to approve an arts and crafts program for the kids. I set up and directed the program all by myself. The kids loved it.

My training program is almost finished. I need to find a job soon. I feel I have only a small chance of getting the kind of job I want. I wish I knew how to get employers to see that my training and experience count. What should I do?

Bettina has had some good work experiences that she can use in many situations. These experiences have enabled her to develop skills that can help her take charge of her life. They are the skills employers want their workers to have.

Listed below are Bettina's work experiences that you may have underlined. Beside them are the matching adaptive skills for each of Bettina's work experiences. Which adaptive skills do you have?

BETTINA'S WORK EXPERIENCES	ADAPTIVE SKILLS
I really love to work with younger kids.	• GETTING ALONG WITH OTHERS
...I helped out in my church's Sunday school nursery program.	• PREPARING FOR A JOB THAT MATCHES YOUR INTERESTS AND ABILITIES
I persuaded the camp director to approve an arts and crafts program for the kids.	• GETTING SUPPORT FROM OTHERS TO CHANGE THINGS THAT NEED CHANGING
I set up and directed the program all by myself.	• MANAGING YOUR OWN TIME AND ACTIVITIES

Read Pedro's story. Pedro has problems that are similar to Bettina's. Underline the work experiences you think would help him find a full-time job.

PEDRO

Pedro used to work part time as a house painter for his cousin's small house painting company, but a recent hurricane damaged the company's equipment and put his cousin out of business. The winds and heavy rain caused flooding and did a lot of damage to many houses and businesses in Pedro's town.

The whole town was in an emergency. Everyone had to clean up and repair the damage quickly because cold weather was coming. Pedro volunteered to help in his neighborhood. His neighbors made him a crew supervisor because he knew how to organize work assignments and he already knew how to make many of the necessary repairs.

He showed the other workers how to repair roofs and gutters. Some of the workers showed him how to do things that were new to him, such as how to construct new wall sections and how to frame doorways and windows.

Pedro made sure that safety procedures were followed by all of his crew members. Many days he worked past dark after everyone else was worn out. Pedro was complimented by many people for his commitment to the task of helping others.

Now the emergency is over. Pedro would like to find a paid full-time job like the job he did without pay in his neighborhood. But because he has not finished high school, he feels that he will not do very well in a job interview. He is also afraid that interviewers will think he is too young for a responsible job. What kinds of work experiences does Pedro have that he can tell an interviewer about?

Below are the work experiences that you may have underlined for Pedro. The matching adaptive skills are also shown. How important do you think these skills are? Which ones do you have?

PEDRO'S WORK EXPERIENCES	ADAPTIVE SKILLS
...he knew how to organize work assignments...	• TELLING OTHERS WHAT YOU ARE DOING AND WHAT YOU WANT DONE
...he already knew how to do many of the necessary repairs.	• USING WHAT YOU ALREADY KNOW TO DO A NEW OR DIFFERENT JOB
Some of the workers showed him how to do things that were new to him, such as how to construct new wall sections and how to frame doorways and windows.	• LEARNING NEW JOB SKILLS TO GET A DIFFERENT JOB OR POSITION
Pedro made sure that safety procedures were followed by all of his crew members.	• FOLLOWING JOB SAFETY AND HEALTH RULES
Pedro would like to find a paid full-time job like the job he did without pay in his neighborhood.	• KNOWING WHAT KIND OF WORK YOU WANT TO DO

Adaptive Skills

Recent research shows that for the general adult population in America, the adaptive skills shown below and on the following page are some of the most important skills that are used in any situation or for any job.

The list includes the skills you heard about in the slide-tape program as well as those skills from Bettina's and Pedro's stories. Read each adaptive skill carefully. Follow these directions to identify your own skills:

- Put a circle around letter A if you don't think you have the skill.
- Put a circle around letter B if you think you have the skill but you need to work on it a little more.
- Put a circle around letter C if you think you are really good at the skill.

ADAPTIVE SKILLS	I don't think I have this skill	I have this skill, but I need to work on it more	I'm really good at this skill
1. Use the reading, writing, and math skills the job calls for	A	B	C
2. Use the tools and equipment the job calls for	A	B	C
3. Deal with pressures to get the job done	A	B	C
4. Get along with others	A	B	C
5. Follow set rules and regulations	A	B	C
6. Show ability to complete job assignments	A	B	C
7. Have a good work attitude	A	B	C
8. Follow job safety and health rules	A	B	C
9. Prepare for a job that matches your interests and abilities	A	B	C
10. Work without supervision if necessary	A	B	C

	I don't think I have this skill	I have this skill, but I need to work on it more	I'm really good at this skill
11. Deal with unexpected things that happen	A	B	C
12. Tell others what you are doing or what you want done	A	B	C
13. Know what kind of work you want to do	A	B	C
14. Dress and act appropriately	A	B	C
15. Know where to look for information about a job you have or would like to have	A	B	C
16. Manage your own time and activities	A	B	C
17. Figure out a better way to get things done	A	B	C
18. Learn new job skills to get a different job or position	A	B	C
19. Decide how and when to leave a job for another job	A	B	C
20. Use what you already know to do a new or different job	A	B	C
21. Do things at work in a new way when you get a chance	A	B	C
22. Get support from others to change things that need changing on the job	A	B	C
23. Persuade others to your way of thinking	A	B	C

Identifying your Adaptive Skills

Look at the skills for which you circled B and C. These are the adaptive skills you have and can use. You can use this list in other ways to try to identify your skills. Several ways to do this include:

1. Identify some enjoyable experiences. Think of two recent enjoyable work experiences. Write a title for each experience in the space provided. Under the heading, "Skills I Used," write down at least three adaptive skills (from the list on pages 6 and 7) that you used to help make this experience enjoyable.

EXPERIENCE #1: _____

_____

SKILLS I USED: _____

_____

_____

_____

_____

_____

EXPERIENCE #2: _____

_____

SKILLS I USED: _____

_____

_____

_____

_____

_____

2. Identify some problem situations. Think about two serious problems you have right now (other than finding a job). Write a short statement identifying each problem. Under the heading, "Skills That Can Help," write down at least three adaptive skills (from the list) that you think could help solve each problem.

PROBLEM #1: _____

_____

SKILLS THAT CAN HELP:

_____

_____

_____

_____

_____

_____

PROBLEM #2: _____

_____

SKILLS THAT CAN HELP:

_____

_____

_____

_____

_____

_____

3. Showing others. Another way to identify your most useful adaptive skills is to think about how you can show other people that you have such skills. Write down what you would say in the following situations. Use the skills you have identified that show you can do the job.

- You are nominated for class secretary. Some people may not be sure you're the right person for the position. What would you say to show them that you should be the class secretary?

_____

_____

_____

_____

- You didn't make the varsity basketball team. You decide instead that you want to keep the records and statistics for the team. How can you convince the coach and assistant coach that you have the qualifications to do the job well?

_____

_____

_____

_____

- You want to work full-time during the summer with a landscape company. You have cut lawns and trimmed trees for your neighbors for several years. What would you say to convince the landscape company owner that you are qualified to do the work?

_____

_____

_____

_____

4. Using adaptive skills in a job interview situation. Answering questions in a job interview is a situation in which you may have to identify your adaptive skills. Below are some questions you may be asked during an interview. Using the list on pages 6 and 7, write down the adaptive skills that you think are important in answering each question.

- Why do you want this job?

1. _____

2. _____

3. _____

- What qualifications do you have for this job?

  1. _____

  2. _____

  3. _____

- Why do you feel you're a reliable worker?

  1. _____

  2. _____

  3. _____

- How well do you handle new job tasks?

  1. _____

  2. _____

  3. _____

- Can you get along with people?

  1. _____

  2. _____

  3. _____

- What skills are needed to be successful in this job (answer this question as it relates to the job you are most interested in)?

  1. _____

  2. _____

  3. _____

Now that you have listed your most useful adaptive skills for each question, practice talking about those skills in a role-playing situation. Have someone else read these questions to you (the other person plays "the employer"). Convince "the employer" that you are the person for the job. Then switch roles. It will help if you practice several times.

The job of identifying your skills doesn't end with this workbook. You will need to keep identifying these skills in order to feel about about yourself and to get a job or change jobs.

You may want to keep this book with you. You may want to add to your list of skills as you identify new ones. Or you may want to let a friend take a look at it. This book can help you and your friends identify and remember the useful adaptive skills you already have and those you get as time goes by.

Review

- Now look back at the adaptive skills that you identified.
- Look at the list on pages 6 and 7 again.
- Read over the pages on which you wrote your adaptive skills.
- List below the adaptive skills that will be most useful to you when looking for or changing a job in the near future.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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• TAKING CHARGE	Instructor's Guide with filmstrip/tape	RD 217-A	$12.00
	Student Workbook (Set of 10)	RD 217-B	$ 9.00
	Special Combined Price	RD 217	$19.50

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